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ABSTRACT

Because handicapped and nonhandicapped students in a Pennsylvania elementary school were not sucessfully mainstreamed and lacked social skills, a practicum was devised to (1) teach social behavior skills to socially/emotionally maladjusted (SEM) students, and (2) present social skill intervention strategies promoting a positive attitude between SEM students and nonhandicapped peers. Participating were two teachers each in grades three, four, five, and six; nine SEM students; and 134 homogeneously grouped students in regular classrooms. Intervention consisted of presentations of films, provision of reading materials for teachers and students, presentation of awareness activities to students by regular classroom teachers, and presentation of a videotaped four-part skill training program designed to develop students' feelings of self-confidence and positive self-image. Evaluations were made on the basis of behavioral observations and sociometric and teacher rating scales. Standards of performance were met for all objectives. Comparison of pre- and post-intervention ratings revealed a significant increase in positive attitudes of the nine SEM students and the 134 regular students. Also, considerable gains were made in teacher attitude toward students experiencing difficulty with social interaction. (Sample program materials and data collection instruments are appended.) (Author/RH)

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PROMOTING POSITIVE ATTITUDES BETWEEN MAINSTREAMED SEM STUDENTS AND REGULAR STUDENTS IN AN ELEMENTARY SCHOOL SETTING

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Promoting Positive Attitudes Between Mainstreamed SEM students and Regular Students in an Elementary School Setting

by

Madge E. Shelby

Cluster 20

PS 016537

A Practicum I Report Presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1986

PRACTICUM APPROVAL SHEET

This practicum took place as described.

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Approved:

August 26, 1986
Date of Final Approval of Report

Georgianna Lowen
Georgianna Lowen, Ed.D., Adviser

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ABSTRACT

AUTHOR Shelby, Madge

TITLE Promoting Positive Attitudes Between Mainstreamed SEM Students and Regular Students in an Elementary School Setting.

DATE 1986, July

DESCRIPTORS *Emotional: Emotional Disturbances/ Emotional Problems, *Social: Social Adjustment/ Social Problems/ Social Attitudes, *Behavior Disorders, *Peer: Peer Groups/ Peer Influence/ Peer Relationships/ Peer Acceptance, *Attitudes: Student Attitudes/ Teacher Attitudes/ Social Attitudes/ Attitude Changes.

This practicum addressed the problem of the lack of attention given to the attitudes and sensitivities of the SEM student and his peers. The increasing contact brought about by mainstreaming emphasizes the importance of social and interpersonal skills. Educational programming for handicapped students, once the domain of special educators is now the shared responsibility of both regular and special educators. Research indicates that prior to being mainstreamed into regular class settings, SEM students should receive social skills training.

The practicum goals were (1) to teach social skills to the SEM students and (2) to present social skill intervention strategies to promote a positive attitude between the SEM students and the regular students. Self-esteem and social skills training was chosen as the solution to the problem. Evaluations were made on the basis of behavioral observations, sociometric, and teacher rating scales. Implementation of this practicum included presentations of films, reading materials for teachers and students, awareness activities to be presented to the students by the regular classroom teachers and video presentations of a four-part skill training program.

Standards of performance were met for all objectives. Post intervention ratings revealed a significant increase in positive attitudes of the nine SEM students and the 134 regular students. Also, considerable gains were made in teacher attitude toward students experiencing difficulty with social interaction.

CHAPTER I

INTRODUCTION

Description of Community

The setting for this practicum is located in a small county in southwestern Pennsylvania, the crossroad to the west. The southwestern corner of the state is geographically bisected (northeast and southwest) by the western most ridges of the Allegheny Mountains. To the east stand the rugged, heavily forested slopes and deep valleys of Appalachia. To the west are the hills and ravines of the lowlands that spread out to the Monongahela River, the county's western boundary. Over 150,000 people residing here descended from almost every nation of Europe, predominantly Scotch, Irish and German (Storey, 1965).

This county has a sort of dual personality, geographically divided between mountains and lowlands, historically divided into almost two equal areas of economic dominance, farming and coal mining. The coal industry reached its height in 1916, when some 30,000 were employed in the mines. Then the mines began their gradual decline, spurted again in World War II, until finally the treasure of "blackdiamonds" in the mighty Pittsburgh vein was dissipated (Storey, 1965).

There has been other industries besides coal, steel, for example. But the decline of coal, as the mines were worked out, brought its own mini-depression here in the early 1950s. However, bit by bit, though still economically worse off than most of the rest of the nation, by 1980 it has begun to inch up again to a population of 160,000. The most recent recession, however, brought another "down" in the economic roller coaster. In early 1983, unemployment rose to over twenty-eight percent, the second worst county record in the state (Storey).

So now this county is once again at a crossroads, that which lies between the basic industries, like steel and coal, and the "high tech" and service economy, which is predicted for the future.

In the face of these things and the fluctuation in the economy, there is still something permanent about the heritage endowed by these tough, resilient people (Storey, 1983).

In December, 1783, the erection of a township to be known as "Union Township" was decreed. In March 1857, the township was divided into two separate districts (North Union and South Union). Each of the townships maintained community

schools until 1965 when old Union Township became one once again. North and South Union Townships entered into a jointure of the two school districts.

Author's Work Setting and Role

The Elementary School site for this practicum lies in a natural setting rich in our country's history. General George Washington, Major General Edward Braddock (English) and Joseph Coulton de Jumonville (French) engaged in the forest battle, near Fort Necessity, which would start the French and Indian War (Means, 1983).

This School District has five elementary schools, one junior high school and one senior high school.

In addition to regular classes the district also has a Remedial Reading and Math Program employing nine Reading Specialists; one at each elementary school, two at the junior high school and one at the senior high school. It also provides a Reading Specialist for the Parochial Schools in the district.

The Remedial Program has one Primary and one Intermediate Educable Mentally Retarded Program and one Primary/Intermediate

Socially and Emotionally Maladjusted Program which was started in September of the 1984-1985 school year and is in operation again this school year, 1985-1986.

Auxillary personnel includes an itinerant nurse, guidance counselor, and librarian, district employed and a psychologist, speech/language therapist and hearing therapist whose services are provided by the Intermediate Unit.

The practicum is taking place at one of the five elementary schools in this school district which has an enrollment of 430 students and a regular full time teaching staff of 19, including one Reading Specialist, and one Master Teacher of the Socially/ Emotionally Maladjusted, 4 men and 15 women.

The following itinerant personnel include: nurse, guidance counselor, librarian, psychologist, speech/language therapist, and a hearing therapist.

The writer holds the position of teacher of the Socially/ Emotionally Maladjusted Program. The present class enrollment is nine students, eight boys and one girl ranging in grade level from three through six. Six students are partially main-streamed and three are self contained. Two of the students were

regular students in this school prior to entrance into the SEM class, while seven of the students are bused from the other four elementary schools in the district.

Over the past 14 years, the writer has worked in the capacity of: Regular teacher K-6, Special Education teacher, Gifted Itinerant Resource teacher, primary and intermediate levels, Learning Disabled teacher, self-contained, as well as Resource Room teacher K-6. An interim position as senior high Work Experience Program Coordinator preceded the writer's present position as teacher of the Socially and Emotionally Maladjusted.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Public Law 94-142, the Education for All Handicapped Children Act of 1975, has assured the right to a free and appropriate education to all students in the least restrictive environment. However, in order to comply quickly with the least restrictive environment mandate, many of the handicapped students have been indiscriminately placed in regular education settings causing barriers of uncertainty and prejudice to develop between regular and mainstreamed students. Mainstreaming efforts, for the most part, have been misguided because handicapped children have been placed in regular classrooms without the requisite social skills crucial for peer acceptance.

The increasing contact brought about by mainstreaming emphasizes the importance of social and interpersonal skills. Research has shown that the handicapped individual is frequently rejected, and more importantly, that the rejection is due to personal or behaviorial characteristics and not the handicap per se (MacMillan and Morrison, in press).

In the classroom, social skills are related to peer acceptance and yet the acquisition of social skills is left to chance. Rarely are social skills incorporated into the fabric of the curriculum (Cartledge and Milburn, 1978).

Much has been written about preparing for mainstreaming, i.e., preparing the school system, the administrators, the teachers, and the exceptional child who is to be mainstreamed. However, little attention has been paid to preparing the regular students for the acceptance of their mainstreamed peers. Because most children have not had experience with handicapped children, it is important to prepare them for mainstreaming also.

The handicapped and nonhandicapped students in this school setting are not successfully mainstreamed. These students need social skills training. According to Oden and Asher (1977), social skills can and should be taught.

Problem Documentation

There is an accumulating body of data which indicates that handicapped mainstreamed students are not socially acceptable to their regular classroom peers (Lieberman, 1985). The problem is apparent in this school setting. Regular students demonstrate rejection and exclusion of their SEM peers. The SEM students demonstrate their inability to interact with their regular classroom peers and bear the consequences of rejection and exclusion. Special teachers complain of the lack of quality communication between the regular and special teachers. Regular teachers, called upon to mainstream the SEM students, complain of lack of support personnel.

Vacc and Kirst (1977) report that, in general,regular classroom teachers believe that if emotionally disturbed students are to be placed in regular classrooms, the teacher should have a smaller class and a teacher aide. Mainstreaming means that educational programming for handicapped students, once the domain of special educators, is now the shared responsibility of both regular and special educators (Mann, 1976). Research suggests that the success of the mainstreaming effort is often dependent on the quality of communication and support between these two previously distinct educational delivery systems (Cantrell and Cantrell, 1976; Jenkins and Mayhall, 1976; Miller and Sabatino, 1978).

Gresham (1982) recommends that handicapped students be provided with social skills necessary for peer acceptance before being integrated. His recommendation supports the writer's theory that social skills training can promote peer acceptance.

In January 1986, a behavioral checklist was used to examine the social skills of the nine SEM students. All students scored two standard deviations below the mean in behavior factors work organization and peer cooperation. Negative aggressive behavior factor scores manifested three standard deviations above the mean. A Self-Image Unit was introduced into the curriculum with focus on Self-Development diary entries, You and Others think-tank sessions, and earned interaction activity time set up on a point reward system earned by the class as a whole for following classroom rules (Appendix A).

At the end of six weeks the overall composite results indicated an increase in work organization, positive attitude toward the teacher, perseverance, and peer cooperation. A decrease was shown in confusion, negative aggressive behavior, irrelevant thinking and talking, and need for direction (Appendix B).

Causative Analysis

The primary cause of the less than favorable attitudes of the nonhandicapped toward their handicapped peers lies with society itself. For many years handicapped children have been shut away from the world, either cloistered by parents or placed in institutions. Thus, society has not had to face the ambivalence about people whose appearance or actions are not within the norm (Hendrickson, 1978).

The Education for All Handicapped Children Act of 1975, called Public Law 94-142, offers these children a "fresh start." But society has done little, if anything, to prepare this generation for the acceptance and understanding of the exceptional child, whatever his handicap may be.

There are several causes attributing to the mainstreaming problem:

1. Developing criteria for mainstreaming:

   Not all students with a wide range of handicapping conditions have been successfully mainstreamed because educators lack a data base from which to identify potentially successful or unsuccessful mainstreaming

candidates. Many handicapped students have been indiscriminantly placed in regular education settings in order to comply swiftly with the least restrictive environment mandate of PL 94-142. Gresham (1982) stated:

> "Part of the difficulty may have come about when many state and local education authorities interpreted this requirement to mean that most, if not all, handicapped students should be mainstreamed."

Therefore, the lack of criteria for determining whether a student possesses the skills to benefit from and successfully function in the mainstream is indeed a major cause of the mainstreaming problem.

2. Preparing handicapped students:

Regular and special education settings often differ in instructional format, curriculum demands, teaching style, behavioral expectations, physical design, and student socialization patterns (Hundert, 1982). The transition from special to regular education settings places behavioral and academic demands upon the special student. Yet, few strategies have been developed to prepare and orient handicapped students for entry into the mainstream.

Placing handicapped students in the regular classroom is the beginning of an opportunity to influence handicapped students' lives deeply by promoting constructive relationships between them and their nonhandicapped peers.

Like all opportunities, however, mainstreaming carries the risk of making things worse as well as the possibility of making things better. If mainstreaming goes badly, handicapped students will experience increased stigmatization, stereotyping, and rejection. If mainstreaming goes well, true friendships and positive relationships will develop between handicapped and nonhandicapped students.

The lack of strategies to prepare and orient handicapped students for entry into the mainstream is a contributing cause of the mainstreaming problem.

3. Preparing nonhandicapped students:

Since research indicates that nonhandicapped students often have less than favorable attitudes toward the handicapped (Goodman, Gottlieb and Harrison 1972), another cause of the mainstreaming problem is found in the lack of educators' implementation strategies found to be effective in fostering positive attitudes toward the handicapped.

The developers of integrated programs have neglected the influence of attitudinal and affective development of both handicapped and nonhandicapped students. The development of successful procedures to realize these outcomes may have far reaching effects on their later lives. Thus, the problem of preparing nonhandicapped students for the entry of their handicapped peers remains unresolved.

4. Promoting communication among educators:

Research suggests that the success of the mainstreaming effort is often dependent on the quality of communication and support among educators (Hundert, 1982). Both special educators and regular educators see a need for change in attitudes among their colleagues. Special educators believe regular educators must exhibit a more receptive attitude to treating students as individuals and a greater willingness to work with special educators in planning lessons and adjusting assignments for handicapped students.

Conversely, special educators do not understand that the training of regular educators has often been content-oriented. Telling teachers to individualize instruction without showing them how has never been successful.

The indifferent relationship among educators has hindered direct communication between regular and special education personnel, and, therefore, is a contributing cause of the mainstreaming problem.

5. In-Service training:

Many regular education personnel have had limited contact with handicapped students and are lacking in the skills necessary for promoting positive attitudes toward mainstreaming.

Mainstreaming can have positive effects on the academic and social development of handicapped and nonhandicapped students. However, in-service programs to incorporate the factors that contribute to successful mainstreaming are not, at the present time, being devised and implemented.

The relationship between particular programmatic components of inservicing training and ultimate delivery of an appropriate education for the exceptional child (which includes the SEM student) is perhaps the "grass-roots" of the problem.

The Related Literature

Who is the Socially/Emotionally Maladjusted Student?

The basic problem in defining the Socially and Emotionally Maladjusted student is that social maladjustment and emotional maladjustment are not equivalent terms. The two conditions are substantially different. Dunn (1963) states that at the risk of oversimplification, social maladjustment can be considered a sociological problem and emotional maladjustment can be considered a psychological problem. To further complicate this educational scene, many of these children are being placed in classes for the learning disabled. While these children have characteristics closely related to learning disabled children, they should not be grouped with each other in the academic setting. Raiser and Van Nagel (1980) noted in their observations that children with social maladjustment problems tend to intimidate children who are learning disabled without social adjustment problems.

A further problem lies in the very specific definition in PL 94-142, the Education for All Handicapped Children Act of 1975, which defines the "seriously emotionally disturbed" but does not include children who are socially maladjusted, unless it is determined that they are seriously disturbed (Education of

Handicapped Children, Federal Register, Section 121 a.5, 1977).

It is a complicated matter to define, classify and diagnose a behavior disorder. Raiser and Van Nagel (1980) propose that to rectify the loophole in Public Law 94-142, the definition be amended to read "behavioral disorder" with sub-groups "emotionally disturbed" and "socially maladjusted" defined as follows:

> "Seriously emotionally disturbed" to be defined as follows: (1) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:
> (a) an inability to learn which cannot be explained by intellectual, sensory, or health factors;
> (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
> (c) inappropriate types of behavior or feelings under normal circumstances;
> (d) a general pervasive mood of unhappiness or depression; or
> (e) a tendency to develop physical symptoms or fear as associated with personal or school problems.

(2) The term includes children who are schizophrenic or autistic. The term does not include children who are socially maladjusted.

With the addition of the category "socially maladjusted" the following definition is proposed:

"Socially maladjusted" children are those children whose social, not emotional, behaviors inhibit meaningful, normative growth development. Specifically they:

(a) consistently disregard or defy authority,
(b) refuse to meet the minimum standards of conduct required in regular schools and classrooms,
(c) have problems related to society's normative expectations,
(d) have inter rather than intra psychic problems,
(e) are chronic social offenders.

PL 94-142 has not created this proposed definition and we must today continue to function with the definition as stated by Vacc and Kirst (1977).

Socially and emotionally maladjusted children are children of school age who do not require custodial care,

have an intelligence quotient above 90, and exhibit excessive deviant behavior, ranging from hyperactive, impulsive responses to depressive and withdrawal behaviors.

Mainstreaming:

Mainstreaming is often confused with one of the tenets of Public Law 94-142, known as the least restrictive environment which requires that handicapped children be educated to the greatest extent appropriate in regular education settings with nonhandicapped children. The contention is that being with normal children is "less restrictive" for handicapped children than being in a special education setting, which is considered "more" restrictive. The least restrictive environment is not synonymous with mainstreaming; in fact, the term mainstreaming is never mentioned in the law. Moreover, the law does not specify a particular environment but mandates that schools provide a continuum of alternative environments (Lerner, 1981).

Although most educators consider the concept of mainstreaming as laudable, there are certain problems emerging in its implementation. In general, mainstreaming has been instituted too rapidly without sufficient preparation, planning, follow-up, and support. Many regular classroom teachers have serious misgivings about mainstreaming because of the lack of planning, training, and assistance they receive when children

are placed in their classrooms (Ryor, 1978).

In addition, not enough attention has been paid to the attitudes and sensitivity of the handicapped student and his peers. Positive attitudes are necessary to create the proper psychological and educational environment for the mainstreamed student (Ryor, 1978).

Principals' Attitude:

Oakes (1979) reports on implications for the School Principal in integration of behaviorally disordered students into the regular classroom. She states, "Let a small thing grow, go slowly with mainstreaming." The principal must plan the scheduling of the disturbed children so that they can easily attend mainstreamed classes, and select staff (whenever possible) whose attitude toward the handicapped and working with them are positive. The principal of the building should always be certain the law is being complied with along the lines of referrals, necessary signatures, testing, staffings, and parent involvement.

Oakes foresees extra pay as an incentive for teachers receiving special education students into their regular classroom. Other possibilities are additional salary for additional

students above the average number, and special training being required as part of certification for a regular class teacher.

In a study by Payne and Murray (1974) urban and suburban principals ranked in-service teacher training as the number one need of regular teachers who are asked to meet the needs of handicapped children. By offering supportive assistance to teachers working with handicapped children, school administrators can help improve teacher effectiveness.

Teachers' Attitudes in General:

Williams and Algozzine (1979) conducted a study in which teachers' attitudes toward the handicapped in general were investigated. A questionnaire was developed to assess the reasons for teachers' attitudes on several aspects of special education and mainstreaming. Teachers were asked to respond to two sets of questions. The first set asked teachers to select reasons why they felt able to teach a handicapped child. The second set of questions sought information on reasons why teachers would not voluntarily mainstream handicapped children. The subjects were 267 regular classroom teachers from a large intermediate unit in central Pennsylvania.

In response to the first set of questions, the teachers' reasons for agreeing that they could teach any category of handicapped children were because of previous

successful experience with handicapped children and because of available support services to assist teachers.

In response to the second set of questions, why teachers were not willing to include handicapped children in their classes, the teachers felt that the children took too much time from other students and because the teachers felt that they lacked the technical ability to teach handicapped children.

Regular teacher education that stresses adequate support personnel and positive experiences with handicapped children would seem to be essential to in-service programs on mainstreaming. Having classroom teachers work with experienced special education teachers would appear to be one way of helping teachers make mainstreaming effective.

Regular Teachers' Attitude:

Teachers' attitudes and behaviors are contributing factors to the system in which emotionally disturbed children must function. Accordingly, it is important to gather information about teacher attitudes on behavior disorders.

Kelly, Bullock and Dykes (1977) studied regular classroom teachers to determine their individual perceptions of the behavioral status of their students. A specially designed research checklist was submitted to a total of 2,664

regular classroom teachers in kindergarten through grade twelve in thirteen Florida school districts. Each teacher was asked to categorize the behavior of his/her students in terms of no perceived behavioral disorder or mild, moderate or severe behavioral disorder. Each of these terms were defined. When classroom teachers were given the opportunity to freely report their perceptions of the behavior of their students, a mean percentage of 20.4 was perceived by the participating teachers as exhibiting behavior disorders. Although 12.2 of the children were assigned to the mild category, another 7.8 percent were perceived as exhibiting moderate or severe behavioral disorders.

An awareness of how teachers perceive the behavior of their students is essential in determining the needs of both students and teachers. Yet little has been written on the effect that emotionally disturbed children may have on the regular classroom teacher.

Stephans and Braun (1980) conducted a study wherein regular classroom teachers of children in kindergarten through grade eight were asked to respond to a questionnaire concerning their willingness to accept emotionally disturbed students into their classroom. Ten school districts were randomly selected from 20 districts in the Southwest Cook County (Illinois) Cooperative for Special Education. The questionnaire was distributed to 1,034 teachers in the

ten districts. Of the sample population, 83.66 percent returned the questionnaires. The results indicated primary and intermediate grade teachers were more willing to integrate the emotionally handicapped students than were teachers of grades 7 and 8. Those teachers who had taken courses in special education were more willing to accept handicapped students into their classes than those who had not taken special courses. Teachers who believed that public schools should educate exceptional children were more willing to integrate them than were teachers who did not endorse this position.

It appears that the more training a teacher has in understanding the atypical child, the more effective the teacher is in her work. Teachers in regular classrooms need to know disturbed and disruptive children can be educated in the classroom.

Kraft (1972) indicated that teacher-training and in-service programs should include preparation for working with children who have learning problems. This additional education will provide classroom teachers with a better understanding of the needs of all children.

Teacher attitude has been identified as a critical factor in the success of mainstreaming (Glicking, Murphy, and Mallory, 1979). One source of negative teacher attitude

toward mainstreaming may be the feeling of many regular class teachers that they are not equipped to teach exceptional children (Major, 1961). This frequent self-perception is not surprising, since higher education teacher training programs have fostered the notion that exceptional children require differential settings and specialized teacher training. To expect teachers to shift their orientation quickly is unfair.

A more effective approach may be to promote attitude change by allowing teachers to overcome their feeling of doubt by actually working with exceptional children and seeing the positive results of their efforts (Christie, McKenzie, and Burdett, 1972).

Salend and Johns (1983) report a case study describing how the positive behavior changes of a mainstreamed child made similarly positive changes in the attitudes and actions of two teachers toward mainstreaming.

The mainstreaming behaviors of two teachers were observed over a 22-week period as they worked with an 8-year-old second grader who had previously received homebound instruction because of severe emotional problems. A baseline period was maintained for 5 weeks, and the intervention plan was in effect for 17 weeks. The teachers were unaware that their own behaviors were being monitored and recorded. Baseline

behavior showed a powder-keg ready to explode at any moment. Intervention consisted of social rewards, i.e., a visit to a regular classroom, free time, a class job. The results by the sixth week of intervention showed the student was considered a typical student. By the sixth week, the teacher's anecdotal note read, "I have nothing negative to write." Also, the teacher was quoted as stating, "The student makes me feel worthwhile, confident." Although the second teacher expressed her amazement at the student's progress, it was not until the 14th week that she said: "If this student belongs in an emotionally disturbed class, I've got 25 ahead of her." "It makes you wonder how many kids we've placed there who don't belong there."

The positive outcome of this study is consistent with the findings of Harushymiw and Horne (1976) who concluded that teacher attitudes toward integration of handicapped students into the regular class were related to their confidence in teaching such students.

Special Teachers' Attitude:

The question is raised: Is it feasible to merge nonhandicapped/handicapped students and regular/special teachers into a single, comprehensive, unified system of

education designed to address the unique needs of all students?

Mesinger (1983) questions the merger of Special and Regular Education in general. Mesinger's major concern is quality teacher education and a need for far more specialized personnel than we now have (Smith-Davis, Burke, and Noel, 1984). The statement, "With this mandate (PL 94-142) special education has reached its major goal: the right to a free and appropriate education for all students," according to Mesinger is far from true. Free, yes. Appropriate, no. The "Nation at Risk" report (National Commission on Excellence in Education, (1983) indicates that not enough academically proficient persons are entering teacher training. Many excellent teachers are leaving and fewer talented people are entering the profession (Feistritzer, 1984). Special Education preservice training programs have not always produced a good product (Cruickshank, 1981; Dunn, 1968; Johnson, 1962; Mesinger and Hanvik, 1966). Although we are probably doing a better job in the 1980s, we do not generally adequately prepare students during preservice to cope with students' learning problems and specific instructional methods. Mesinger states that we should not abandon special education as a system until we see evidence of drastic improvement in regular educational teacher training.

Lieberman (1985), advocating a dual educational system, takes the position that, "We cannot drag regular

educators kicking and screaming into a merger with special education." The daily evidence on mainstreaming attitudes is too overwhelming.

Lieberman, while admitting bias, feels that regular education seems to equate itself with schooling. Special education has always tried to see beyond school, to life itself. Lieberman believes that merging regular and special education into one unified system will never result in the attainment of these worthy goals. It can only occur with each party maintaining a strong sense of individual identity, while creating an ideal interface between the two. Lieberman analogizes as follows: Spouses who maintain separate identities, while choosing to be married, are probably less at risk for divorce. Marriages that succeed allow for uniqueness and encourage separateness, while continuously establishing contact points of mutual best interest and attaining mutual goals. A separate identity for special education must be maintained in order for the marriage to occur and succeed.

Stainback and Stainback (1985) state there is reason to be more optimistic concerning the merger of Special and Regular Education. They find that in the area of regular classroom teachers some of the most significant and

promising research on how teachers can meet diverse student needs within heterogeneous learning environments has been conducted. They make it clear, however, that this is not to imply that all regular educators currently have positive attitudes toward mainstreaming. Experience tells us that some regular educators, as well as some special educators, do not.

They also state that Special Educators also have some major contributions to make to a merged system, particularly in the area of curricular design for students labeled severely and profoundly handicapped. They conclude with a positive picture which does not appear to be quite so bleak in regard to regular and special educators' attitudes. Even when there are attitudes to be modified, they feel it can be done effectively at either a preservice (Stainback and Stainback, 1985) or inservice (Stainback, Stainback, Strathe, and Dedrick, 1983) level. This then would set the stage for the emergence of positive attitudes between the non-handicapped and handicapped mainstreamed students.

It might be well to remember that when the dismantling of the dual system of education for blacks and whites started several decades ago, there were enormous obstacles to overcome.

However, today, despite lingering problems no one can deny that tremendous progress has been made and many attitudes have been changed (Stainback and Stainback, 1985).

Attitude change is a challenge that must be accepted and overcome to progress toward the goal of excellence in education for all students. As stated by Lieberman (1985), "The issue is how do we get there from here?"

Regular Students' Attitude:

In evaluating the effect that emotionally disturbed children have in the regular classroom environment, Saunders (1971) studied aggressive, active, emotionally disturbed children who were exposed to three groups of children in the intermediate grades. The results indicated that behavioral contagion was not observed. The research did not support the exclusion of the emotionally disturbed child from regular classes "on the grounds that the disturbed child will disrupt the other children within the same class."

Although most reported studies did not involve emotionally disturbed children but considered other exceptionalities, some findings might be generalized. Peterson (1975)

studying normal children's exposure to educable mentally retarded children found that the attitudes of normal children who had exposure differed from the attitudes of normal children who had no exposure. As the children gained in grade level, their attitudes became more positive.

Rapier and associates (1972) conducted a study to learn whether normal children's attitudes toward physically handicapped children change after exposure to them. Findings indicated that with exposure the attitudes of normal children became more positive.

Socially/Emotionally Maladjusted Students' Attitude:

Dubin (1982) studied the effects of training 209 regular class elementary students and their 12 emotionally disturbed classmates about handicapped conditions. Those investigated were normal students' attitudes and emotionally disturbed students' attitudes regarding mainstreaming.

The subjects were emotionally disturbed students who were mainstreamed into regular educational classes and the regular students who attended these classes (grades three through six). This study used a pre to post test with control

group design. Eight training sessions were presented in the classroom to the treatment group. These services were primarily based on mainstreaming: What Every Child Needs to Know About Mainstreaming (Bookbinder, 1978), and Like it is: Facts and Feelings About Handicaps from Kids Who Know (Adams, 1979).

The findings indicated that an instructional program about handicapping conditions can improve both the attitudes of general education students toward the handicapped and their acceptance of mainstreamed emotionally disturbed students.

The results of this study support the need for a training program on handicapping conditions to be implemented in elementary classes which contain mainstreamed emotionally disturbed students.

Summary:

The educational community has, for the most part, accepted the fact that mildly to moderately impaired children will receive some if not all of their educational programming in regular classrooms in the company of their non-handicapped peers. However, as teachers try to cope with new educational priorities the absence of a clear definition of what

mainstreaming is to be and the lack of definitive guidelines for the implementation of nonrestrictive educational programs create obstacles to the mainstreaming endeavor. Many regular education teachers find few resources to assist in the management of the learning and behavioral problems of the handicapped student. Their colleagues in special education share these same concerns.

If the ideal of mainstreaming is to be achieved for those students and teachers who are already part of the mainstreaming experiment and for those who will follow in the future, the practical day-to-day educational concerns of the classroom teachers must be addressed.

The development of successful mainstreaming programs for the handicapped requires the commitment of both the regular education and the special education teacher who jointly share responsibility for the child in question. Because of their different backgrounds and expertise, both of these professionals have an important contribution to make to the educational plan for the child. The special education teacher will have knowledge of methodologies in the areas of differential diagnosis of learning and behavioral problems and individualized learning materials and be recognized as a subject matter

specialist, particularly at the secondary level, and of the foundational subjects at the elementary level.

The lines between special and regular education teachers are not drawn with indelible ink; the professional roles do overlap. The professional roles of teachers are expanding and a basic negotiation between regular and special educators is underway (Reynolds, 1978).

A major force behind the mainstreaming movement has been the wide spread belief, held by lay persons and professionals alike, that closer contact between the handicapped and the nonhandicapped, particularly within the classroom, would dispel negative attitudes and help to foster positive attitudes and acceptance of the handicapped (Christopholos and Renz, 1969). But despite our beliefs or desires in the matter, research reports on this critical point have yielded mixed results. While some researchers have found that the "contact hypothesis" is viable, others have found that contact between the handicapped and nonhandicapped does not increase social acceptance. In some instances, physical proximity between the groups actually resulted in an increase in prejudice and rejection (Goodman, Gottlieb and Harrison, 1972). The conflicting research findings underscore the complexity of attitudes and

the difficulty involved in attempting to change attitudes.

Towner (in press) has recently reviewed the research literature on modifying attitudes toward the disabled. He found that most research studies involved attitudes toward mildly handicapped though other handicapped groups were studied. The participants in attitude change studies included students, teachers and administrators. Though many different strategies were used, the basic approach to attitude change was knowledge about the handicapped. Towner reports that attempts, to date, to alter attitudes have been minimally effective with scant attention to long term effects or to observed changes in teacher behavior when teachers were the target group.

Despite such disappointing results, the importance of the task demands continued efforts. A final judgment on the question of attitude change is premature at this time. The research literature must be sifted to identify positive effects and to glean insight even from negative outcomes which will provide the direction for better empirical investigations that will rest upon firmer foundations.

The job to be done indeed may appear Herculean. But the needs of the student cannot be denied. The key to accomplishment of the many tasks may lie in the cooperation and collaboration of the regular and special education staff, and intense in-service training.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of General Goals

The positive effects that can be accrued from mainstreaming are not being realized because mainstreamed students lack the social skills necessary for peer acceptance (Gresham, 1982). Research indicates that handicapped students frequently engage in social behaviors that engender negative social interactions with their nonhandicapped peers and diminish social acceptance (Bryan and Bryan, 1978; Gottlieb, Semmel and Veldman, 1978; Strain, Shores and Timm, 1977). Gresham suggested that prior to being moved into regular class settings, handicapped students should receive social skill training. Fleming, Ritchie and Fleming (1983) used a three-phased program: (1) inhibition training, problem-solving, and prescriptive skill training. Their findings indicated that incorporation of the three-phased program into the SEM classroom curriculum resulted in a marked decrease in impulsive, inappropriate actions and verbalizations. Students realized that, through stopping action, problem solving and applying the appropriate social skill, they could control their own behavior and the responses of others to them.

Nonhandicapped students can be instrumental in determining the success or failure of mainstreaming (Gottlieb, 1980). They can aid their handicapped peers' adjustment and ability to function in the mainstream by serving as role models, peer tutors, and friends. However, the ability of the non-handicapped students to perform these roles may be affected by their attitudes toward the handicapped (Westervelt and McKinney, 1980).

The first goal of this practicum was to teach social behavior skills to the SEM students. The second goal was to present social skill intervention strategies to promote a positive attitude between the SEM students and regular students.

Behavioral Expectations

Behavioral expectations were as follows:

1. The SEM students will gain in social skills necessary for peer acceptance.
2. The regular students will gain in their understanding of the needs of their peer SEM students in adjustment to function in the mainstream.

Evaluation Instruments

Three evaluation instruments were to be utilized to evaluate behavioral expectations: Behavioral Checklist, Teacher Behavior Rating Scale, and Student Sociometric Rating Scale.

There are few well-standardized instruments designed to assess the social skill level of handicapped children. Greenwood, Walker, and Hops (1977) identified observations, teacher ratings and sociometric measures as the most commonly used assessment methods.

The Behavioral Observation Checklist incorporates a wide range of behavior symptoms and can be used to assess the antecedents and consequences surrounding social behavior.

The Teacher Ratings includes an objective questionnaire requiring a response of one of a 5-point scale and can be used for selection and outcome measures in social skill training programs.

The Sociometric Ratings presents an objective questionnaire requiring a response for each classmate on a 6-point scale. The sociometric ratings should be supported by other data such as behavioral observations and teacher ratings (MacMillan and Semmel (1977).

Greenwood, Walker, and Hops (1977) indicate that teacher ratings, sociometric ratings, and direct observation are the three principal methods used in the schools to evaluate social ability. The majority of the studies have employed rating scales, of which sociometric ratings are the most frequent. The following table outlines their findings in recent research of social ratings:

Measures Used to Differentiate Handicapped From Nonhandicapped Children in Social Functioning

STUDY	MEASURE(s)
Barclay & Kehle, 1979	Classroom climate inventory (teacher, sociometric, and self-ratings)
Bruininks, 1978	Sociometric and self-ratings
Bryan, 1974	Sociometric measures
Bryan, 1976	Sociometric measures
Gottlieb & Budoff, 1973	Sociometric rating
Gottlieb & Davis, 1973	Selection of peers for a game
Gottlieb, Semmel, & Veldman, 1978	Teacher and sociometric ratings
Iano, Ayers, Heller, McGettigan, & Walker, 1974	Sociometric rating
Kehle & Guidubaldi, 1978	Classroom climate inventory (ratings)
Morrison, 1981	Sociometric measures
Sheare, 1974	Peer opinion measure

Clearly the overwhelming majority of the studies employ sociometric rating scales.

Test results were to be recorded preintervention and postintervention. The number of students with peer relationship problems and the number of most frequently rejected students were to be indicated by a percentage comparison between SEM students and regular students.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

Today mainstreaming is being encouraged through legal and administrative channels. Integration, however, is not always the natural end product of mainstreaming, but rather an ongoing process of interaction that cannot be mandated or expected to happen smoothly in all environments. Educating children with disabilities in community schools certainly creates the opportunity for integration, but offers no guarantee that integration will actually take place. To be in the mainstream, but not a part of it, is not a success, nor an environment conducive to the development of a positive self-concept or social and emotional strengths. In order for a placement in a regular system to become a successful experience for more children, the process of integration must not stop once the personal decision and administrative paperwork are completed. In fact, at this point, the process is just beginning.

Gresham (1982) points out the need for criteria for determining whether a student possesses the skills to benefit from and successfully function in the mainstream. Therefore

identification of skills necessary for successful performance in the mainstream setting can aid the mainstream effort by providing placement teams with standards to consider when assessing a student's readiness for regular class placement.

Several researchers have begun to address the issue of establishing criteria (Hundert, 1982); Salend and Lutz, in press; Wilkes, Birely, and Shultz, 1979). Wilkes et al. delineated 20 academic and social behaviors that educators saw as important criterion measures in deciding on a student's readiness for mainstreaming. Salenz and Lutz identified 15 social skill competencies educators felt were critical for success in mainstreamed settings. These competencies related to three general areas: interacting positively with others; obeying class rules; and displaying proper work habits.

Hundert as well as Salend and Lutz have advocated a competency based approach to mainstreaming whereby critical regular classroom academic and social behaviors are identified, and the handicapped student's readiness is determined by assessing his or her mastery of the identified criteria. Those students who demonstrate mastery are candidates for mainstreaming; whereas, those lacking the necessary competencies receive instruction in these areas to increase their readiness.

Rocha, Wiley and Watson (1982) propose that mainstreaming handicapped students successfully can be organized into three stages. Tasks at the first stage must be accomplished before handicapped students are scheduled into regular subject areas. At this stage, the most important task for the special education teacher is to acquire a working knowledge of the regular classroom subject area. This includes not only curriculum content and sequence but also materials and teaching strategies. Remedial training for the students then begins using the regular classroom teacher as an information source.

The next task at stage one is to identify students who are ready for mainstreaming. Then the task of writing the individualized education program (IEP) can begin. Here the expertise of the special educator with experience in writing such plans, and the requisite knowledge of the regular classroom teacher are critical. Throughout the initial stage, the educational-consultant role of the special educator is ongoing.

The tasks at the second stage require increasing levels of cooperation between the special educator and the regular subject teacher. Student academic and social skill profiles are jointly evaluated and decisions are made for grouping.

All of the tasks in the first and second stages of programming culminate in stage three, the implementation. The

special educator assumes the essential tasks of monitoring, feedback, consultation, and remediation. The special educator also acts as a liaison between the regular classroom teacher and the parents of the mainstreamed students.

Public Law 94-142 ensures the right to education for all handicapped children. An important aspect of this right is the concept of the least restrictive environment in which learning can take place. The writer concurs that this three stage model offers a workable strategy by which mainstreaming can be effectively implemented.

Communication and cooperation among special and regular educators should be an ongoing process (Hundert, 1982) starting with the decision to mainstream a student into a specific classroom. Research suggests that the success of the mainstreaming effort is often dependent on the quality of communication and support between these two previously distinct educational delivery systems (Cantrell, 1976). In response to the need for continuous communication and cooperation, some researchers have begun to develop communication strategies to facilitate synergetic interactions among educators (Glavin, 1973).

Additionally, special educators should provide informational factors to regular educators prior to mainstreaming a

student. These informational factors include academic achievement, social development, supplementary support services, and preparedness for entering the mainstream.

At all grade levels teachers find little time available for regular and special educators to confer on Individualized Education Programs (IEPs) for mainstreamed students. If the scheduled conference time is non-existent in the planning stages, neither is it available for follow-up assistance by the special educator.

Research and experience have consistently suggested that staff development programs which provide ongoing training support for helping school staff to develop required implementation expertise tend to be associated with effective staff communication in general and effective mainstreaming in particular (Wang and Gennari, 1983).

Identified features of effective staff development include strong support from central building administrators; active participation by school staff in decisions regarding day-to-day implementation problems, rather than being in the genre of "one-shot" inservice programs that occur in contexts different from the staff's daily work (Emrich and Peterson, 1977).

The consensus of research in staff development is that teachers need frequent contact and continuous support in their efforts to solve both short-term and long-term problems (Lawrence, 1974).

The staff development program consists of three components: a set of measures for assessing the degree of program implementation; and a delivery system that enables school staff to provide ongoing inservice support to meet the needs of individual staff.

The ability of the special education teacher to develop a close rapport with the special subject teacher cannot be over-emphasized. The relationship must reflect mutual trust in each other's professional competence.

Teacher's assessment of the staff development approach suggests that effectively designed and implemented staff development programs lead to the increased ability of general and special educators to work together in mainstreaming settings to improve educational services for general and special education students alike (Wang, Vaughn, and Dytman, 1985).

Inservice training has been effective in promoting positive attitudes toward mainstreaming and facilitating

skill acquisition. Carlson and Potter (1972) found that teacher attitudes could be positively influenced by providing inservice training that emphasized direct experiences with mainstreamed students. Kunzweiler (1979) reports that since positive attitudes are necessary to create the proper psychological and educational environment for the mainstreamed student, inservice training should be directed at enhancing teacher attitudes toward mainstreaming. Donaldson (1980) identified several different modes for promoting attitude change that can be employed by inservice trainers, including group discussion, exploration of sources of prejudice, and direct and indirect contact with handicapped individuals.

Since positive teacher attitudes toward mainstreaming appear to be related to the ability of teachers to instruct mainstreamed students, inservice training should also focus on skill acquisition. Skill acquisition should be directed at the competencies educators need in order to implement mainstreaming successfully. Redden and Blackhurst (1978) identified 6 functions and 32 competency statements relating to the skills necessary to teach handicapped students successfully in mainstreamed settings.

The literature provides documentation of the need for inservice as a critical element in mainstreaming. Although there is agreement regarding the need for inservice and

even about the general skills to be developed, there is very little agreement on how such inservice should be planned, implemented, and evaluated.

Powers (1983) presents a literature-based set of practical guidelines for formulating a workable foundation for inservice training. A wide range of format possibilities include campus courses, on-site courses, workshops, conferences, consultations, projects, materials development and others.

Houston and Freiberg (1979) have found some preference among teachers for workshop formats. Rutherford and Weaver (1974) found that live demonstration of techniques, materials, and strategies were viewed by teachers as particularly valuable.

Appropriateness of time may be a more important consideration in the scheduling of inservice programs than amount of time (Nagaiaye and Hanley, 1978). The end of the day is probably the worst possible time to schedule an inservice program. Creative use of preservice practicum students, student teachers, and graduate student interns as substitutes might free a number of teachers for inservice during school hours.

Inservice programming associated with mainstreaming should be initiated prior to actual integration efforts and

should continue during the implementation of mainstreaming (Alberto et al., 1978). Changes in attitudes may occur only after more prolonged contact with handicapped children and should, therefore, represent an important focus of inservice experiences that extends into the period of implementation (Alexander and Strain, 1978).

The most meaningful inservice experiences involve attempts to positively affect knowledge, skills, and attitudes (Haisley and Gilberts, 1978). Knowledge base appears to be easier to influence than level of skills. Attitude changes represent the most difficult goals. There has been insufficient attention to this area and, yet, it may represent the most critical factor in the implementation of any significant reform such as mainstreaming.

Larrivee and Cook (1979) have observed that attitude "may be a far more potent variable in determining the success of mainstreaming than any administrative or curricular scheme."

When handicapped students are placed in the mainstream, their progress should be periodically monitored and evaluated according to specific criteria established by the placement team(Hundert, 1982). The initial follow-up evaluation should take place approximately three to four weeks after the student

has been mainstreamed. Also, the three to four week time span can allow for early intervention to resolve identified problem areas.

Follow-up information regarding a student's progress can be obtained from three sources: regular educators, parents, and mainstreamed students.

The student's individualized education program (IEP) and formal standardized assessment can be employed to measure student progress in mainstreamed settings. Additionally, a student's attitudes and reactions to the social and academic environment of the mainstreamed placement can be assessed by having the student complete a classroom climate inventory (Wallace and Larsen, 1978). A measure of the student's perception of his or her behavior can be procured by having the student complete the Student Rating Scale of the Behavior Rating Profile (Brown and Hamill, 1978).

Teachers are sensitive to the potential misuse of evaluation data to their professional detriment. This sensitivity is reasonable and should be understood and addressed in the planning of evaluation. Teachers should be informed regarding how evaluation data will be used. Mann (1976) has suggested that evaluation be handled by persons "outside the teacher's school-based chain of command and

unrelated to the teacher's permanent record performance evaluation."

Mainstreaming requires commitment from the system involved in the process. Even the best teachers will be unsuccessful without appropriate support service, teaching loads that have been reduced to correspond to new role expectations, appropriate resources, and most significantly, a system that views the integration of handicapped students as an important, meaningful, and ethical goal. This practicum stresses the importance of social skills training and self-esteem as a vehicle to preparing handicapped and nonhandicapped students for mainstreaming.

Description of Selected Solutions

Mainstreaming efforts, for the most part, have been misguided because handicapped students have been placed in regular classrooms without the requisite social skills crucial for peer acceptance. Additionally, once placed, provisions are not made in the regular classroom to train social skills (Cartledge and Milburn, 1978). Mainstreaming efforts are likely to result in increased social isolation and more restrictive social environments unless provisions are made to train handicapped children in the social skills

necessary for effective social interaction and peer acceptance. This practicum incorporated social skills and self-esteem training into both the special SEM class and the regular mainstreamed classes.

A large body of literature indicates that certain social behaviors such as cooperation, positive peer interaction, sharing, greeting others, asking for and giving information, and making conversation are predictive of social acceptance (Asher and Hymel, 1981).

Bandura (1979) stresses that social skills training techniques derived from the social learning theory literature can be categorized under three major headings: (a) manipulation of antecedents, i.e., increases the social interaction rates of handicapped children by having nonhandicapped peers initiate social interactions with them, (b) manipulation of consequences, i.e., involves having a teacher socially reinforce (praise, hug, etc.) the target child when interacting or cooperating with peers, (c) modeling, i.e., modeling can be presented in either live or film formats. Live modeling involves the target child observing models in naturalistic environments, whereas in film modeling, target children observe behavior via film or videotape. Bandura (1977) maintains that the cognitive processes which facilitate modeling are identical whether they be presented in live or film format.

This practicum stressed both live and film modeling format, as well as video presentations. Participating teachers were introduced to these techniques through film, video tape, literature and awareness activities.

Report of Action Taken

Concern for students' and parents' rights to due process under the law and the accountability movement in education have resulted in the creation of specific committees charged with the responsibility for determining a child's eligibility for special education placement or service. These education planning committees are known by various names in different states (Child Study Team, Educational Planning Team, IEP Team, Assessment Team, School Appraisal Team, Multidiscipline Team). Specifically, Section 121 a. 532 (e) of Public Law 94-142 states, "The evaluation is made by a multidisciplinary team or group of persons, including at least one teacher or other specialist, with knowledge in the area of suspected disability." Section 121 a. 533 (3) further requires that each public agency shall "insure that the placement decision is made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation data, and the placement opinions."

In this school district, following regular classroom teacher referral and psychological testing, the evaluation for SEM placement is made by a multidisciplinary team consisting of the school psychologist, building principal, guidance counselor, a specialist with knowledge in the area of suspected disability, and the parents of the student.

From September 1985 through December 1985, the SEM students were taught in a self-contained classroom by traditional SEM teaching methods. Mainstreaming into the regular classroom was attempted with little success. As a result of pre-direct observation which indicated the inability of the SEM students to interact appropriately with their SEM peers and in preparation for the practicum activities, self-esteem and social skills training was taught in the SEM classroom during the month of January. At the end of the month, a post direct observation instrument indicated adequate improvement to proceed with the practicum activities.

In February 1986, a schedule for intervention activities was approved by the guidance counselor, building principal, and all target teachers. Scheduled intervention activities would take place two periods a week with re-scheduling of regular classes (Appendix C).

April 9, 1986, the implementation of this practicum was started by showing a film, "He Comes from Another Room" at an assembly for third, fourth, fifth, and sixth grade students and their teachers. A change in the selected introduction film was necessary due to limited reserve time. A question and answer time was led by the writer prior to and following the film.

April 11, 1986, self-esteem and social interaction books were introduced (for each grade level) and with the cooperation of the school librarian, were placed in a special section of the library. In this way, all would have access to the books. Awareness activities, devised by the writer were distributed to the teachers to be utilized in individual classrooms during "free-time" (Appendix D).

The writer and the Consultation and Education Coordinator from the local Community Mental Health Center conducted in-class video presentations of a four-part skill training program, "Feeling Good About Yourself: How to Build Self-Confidence" (The Skills Group of The Center for Humanities, Inc.). An overview of this video program and accompanying activities are found in (Appendix E).

All eight target teachers plan to use these materials which are available through the Community Mental Health Center

in their curriculum next year because of positive changes in the students' behavior.

Communication was on-going between the teachers, guidance counselor and the writer. Any problem in the implementation was expedited immediately. For example, the fifth grade classes were invited to participate in a one-week camping trip. The Consultation and Education Coordinator from the Mental Health Center continued the intervention activities at the camp site.

In June, 1986, the target students were again administered the original sociometric instrument and the teachers were again administered the original teacher rating scale to gain post-intervention measures.

Participating teachers were two teachers each in grades three, four, five and six; three male and five female teachers who were highly experienced with an average of 15 years teaching experience.

Subjects were nine SEM students (eight boys and one girl), and 134 homogeneously grouped regular classroom students, grade levels three through six. All of the SEM students were main-streamed as of February 1, following the internal self-esteem and social skills training unit.

The pre-intervention meeting was scheduled for the first week in February. In addition to the teachers, the guidance counselor and building principal also attended. An overview of the practicum was presented by the writer with explanation of evaluating methods and suggested goals of intervention. Important subjects stressed were self-esteem and social skills for all students involved.

Peer sociometric ratings were collected by the regular classroom teachers, using a two-page instrument that followed standard sociometric procedures (writer devised, 1986). The first page contained a randomized listing of all the students in each classroom; the second page included positive and negative sociometric criteria respectively. Students were to identify peers with whom they were very best friends to those disliked, selected from six choices.

Teacher rating scales were collected by the writer, using a three-page instrument that followed standard teacher rating procedure (writer devised, 1986). Teachers were given a list of students in their classes, which included the subject SEM students, and were asked to respond to 15 statements on each student's functioning and behavior, selected on a five-point scale.

The test-retest method was used to determine the reliability of the teacher rating and sociometric instruments.

CHAPTER V

Results, Conclusions and Recommendations

Results

Data from the student ratings were compiled in terms of pre and post most frequently rejected students:

TABLE 1

Sociometric Ranking of Most Frequently Rejected SEM and Regular Students by Percentage

Grade	Regular Students Total	Most Frequently Rejected			
		Pre	Percent	Post	Percent
3	30	6		2	
4	32	9		4	
5	29	18		5	
6	43	22		11	
	134	55	.41	22	.16

Grade	SEM Students Total	Most Frequently Rejected			
		Pre	Percent	Post	Percent
3	1	0		0	
4	1	0		0	
5	4	2		0	
6	3	3		1	
	9	5	.55	1	.11

A student questionnaire of six items asked the students to rate their classmates on a Likert-type response scale numbered 1 through 5, where 6 indicated the highest rating (very best friend); 3, the middle rating (don't know them); and 6, the lowest rating (dislike them). The specific items are listed in (Appendix F).

Table 1 contains information related to sociometric rankings of most frequently rejected SEM and regular students. This table is divided into sections to aid comparison of SEM students and regular students by grade level and rejection by classmates.

Especially relevant are comparisons between percentages of SEM students rejected by their peers. The pre-measure SEM students most frequently rejected by their peers was 55%, compared to 11% on the post measure. This data supported the literature that handicapped students are more likely to be isolated or rejected by their peers than are nonhandicapped students.

Also relevant is the fifth and sixth grade level of rejection by both SEM and regular classroom peers. As previously discussed, at this age, the opinion of peers becomes the primary reference point of functioning and

greatly influences behavior.

The low measures of third and fourth grade students in the most frequently rejected category, would substantiate advocacy for early intervention as a preventive mechanism for inappropriate social behavior.

Social skills training appears to be a promising approach to preparing students for improvement of their interpersonal skills; individualizing social skill training to each student's skill deficit; and increasing the likelihood of the student's long-term use of the skills taught.

The positive sociometric results also support the importance of increased experience and contact between SEM students and regular students in conjunction with understanding and specific skill acquisition in the formation of more positive attitudes.

Data from the teacher ratings were compiled in terms of pre and post students identified as experiencing difficulty with social interactions:

TABLE 2

Percentage of SEM and Regular Students Rated by Their Regular Classroom Teachers as Experiencing Difficulty With Social Interaction

Grade	Regular Students Total	Experiencing Difficulty with Social Interaction			
		Pre	Percent	Post	Percent
3	30	5		1	
4	32	8		2	
5	29	11		4	
6	43	15		7	
	134	39	.29	14	.10

Grade	SEM Students Total	Experiencing Difficulty with Social Interaction			
		Pre	Percent	Post	Percent
3	1	0		0	
4	1	0		0	
5	4	2		0	
6	3	3		1	
	9	5	.55	1	.1

A teacher questionnaire of 15 items asked the teachers to rate their students on a positive/negative behavioral-type response scale numbered 1 through 15 with a sequenced positive/negative pattern (Appendix G).

Table 2 presents the percentage of SEM and regular students rated by their teachers as experiencing difficulty with social interactions. On the pre measure only 29% of the regular students, compared to 55% of the SEM students, were so identified. That is, the likelihood of a SEM student being identified by his/her teacher as socially inadequate was nearly twice that of a regular student. However, the post measure percentages of SEM students and regular students who fell into this category were lower (i.e., 10% of the regular students and only 1% of the SEM students).

This supports the literature research that teachers' attitudes toward mainstreaming can change as they recognize their responsibility in integrating the handicapped into the mainstream.

Again, as in table 1, the low measure of third and fourth grade students perceived by their teachers as exhibiting inappropriate behavior, would give credence to early intervention as a preventive mechanism for inappropriate social behavior.

The results of the teacher ratings are indicative of the regular classroom teachers' acquisition of skills relative to a more positive attitude in dealing with social interactions of the SEM and regular students.

Conclusions

The findings that social skills training of mainstreamed SEM students and their regular classroom peers, may be a means of helping these children interact more positively and become better accepted by their regular classroom peers is subject to interpretation.

Educating children with behavior disorders means more than meeting the traditional goals of enforcing limits on behavior and teaching academic competencies. These students also need to have direct attention paid to their interpersonal and social needs.

In special classrooms for children with behavioral disorders, emphasis is often placed on telling the students what they should not do. Such strategies as logical sequences can teach a child that responding with physical aggression will result in loss of privileges. However, when the physical aggression response is taken away from the student, what is put in its place? In addition to teaching students that certain responses are unacceptable, they must be taught the prosocial alternatives to these antisocial behaviors.

In order to bring about change, efforts may need to be directed toward changing the perceptions of teachers and regular classmates in addition to changing the social skills of the handicapped child. A more effective approach may be to promote attitude change by allowing teachers and regular classmates to overcome their feelings of doubt and prejudice by actually interacting socially with handicapped children and seeing the positive results of their efforts. As one teacher in this practicum situation stated, when the teacher has been helped to create an environment which makes it possible for the classroom "terror" to announce from his desk that he "just loves school," it is difficult to return to the comfortable philosophies of the past.

Recommendations

Results of the implementation were positive. The need to have direct attention paid to the behaviorally disturbed child's social needs is suggested for inclusion in the SEM students' educational program, as well as inclusion in the regular classroom curriculum.

It is recommended that to further the mental health of children and youth, teachers seek the assistance of mental health professionals, including psychologists, counselors, therapists and psychiatrists.

Wherever special education for disturbed children is going, it is clear that it is going there not so much under its own control as under the control of stronger social and economic forces.

It is tempting to make the usual suggestions regarding research and professional advocacy. However, it is recommended that consideration be given to the more fundamental issues: the purposes of education and schools in today's society, the limits of education in general, and the designation of agents of educational change.

Dissemination

The teachers have become aware of the value of social skills training. They have requested that the program be continued in the next school year. Following a meeting with the guidance counselor, principal and consultation and education coordinator of the Mental Health Center, the proposal to incorporate social skills training into the curriculum met with approval. The school district and the Mental Health Center

will coordinate their efforts in formulating the program. To begin positive home-school linkages, the writer will present the practicum results to the teachers and parents at a Parent Teacher Association (PTA) meeting at each school in late September.

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APPENDIX A

SELF-IMAGE UNIT

SELF-DEVELOPMENT DIARY ENTRIES

YOU AND OTHERS THINK-TANK SESSIONS

CLASSROOM RULES

SELF-DEVELOPMENT DIARY ENTRIES

"THE ME I KNOW"

Contents

This is me doing something
Things I like about myself
Things I don't like about myself
What I'm doing about the things I don't like about myself
Things I like to do
Things I don't like to do
I don't like to do some things because...
Things I know I can do
Some things I'm trying to do
Some goals I'm trying to reach
One thing that really bothers me is...
One fear I'd like to get over is fear of...
This is what I'm doing about it
To me being responsible means
Some of my responsibilities
This is the street where I live
The part of my environment I'd like most to change is...
This is the way I could change it
When I think about my environment, I feel
What I'd like to know about other kinds of people
What I'm doing to learn about other kinds of people
When I'm with people who aren't like me, I feel...
My family
The person I act most like is...
Ways we're alike
Some ways I act like people I know
Reasons people don't communicate
I'm not sure I communicate with people when...
How I could communicate better
Times it's hard to be honest with other people
When I have to choose between telling the truth and
hurting someone's feelings
I like to be alone when
The thing I like best about being with people is...
Once I stopped liking someone because...
What I'd do to get someone to like me
What I wouldn't do to get someone to like me
Rights everyone should have
Things that make me trust people
The me I know

*Students may write or draw their responses - in diary form.

(Science Research Associates, Inc. Chicago.

THINK-TANK SESSIONS

YOU AND OTHERS

Contents

What are you like?

Enjoy it!

What is your group like?

Enjoy it!

How can you keep friends?

Everyone needs to feel wanted. Everyone needs to feel successful. Everyone needs companions.

What can help when you make mistakes?

Tell it!

What can help when you are angry?

Tell it!

Why are you sometimes afraid of things?

Sum it up!

Health around us.

Enjoy it!

Enjoy it!

(Richmond, Pounds, Jenkins, and Sussdorf, 1977)

CLASSROOM RULES

1. Hang up coat, take seat, begin on task
2. Sit quietly in seat, raise hand for permission to leave seat
3. Follow teachers directions
4. Complete all assignments
5. Mainstreamed students leave and enter room quietly
6. Student behavior during recess
7. Student behavior in the halls
8. Student behavior at lunch
9. Being ready to return to work
10. Bonus for being a "student"

Writer devised, 1986

APPENDIX B

BEHAVIOR CHECKLIST RESULTS

MEASURE OF SOCIAL SKILLS OF 9 SEM STUDENTS

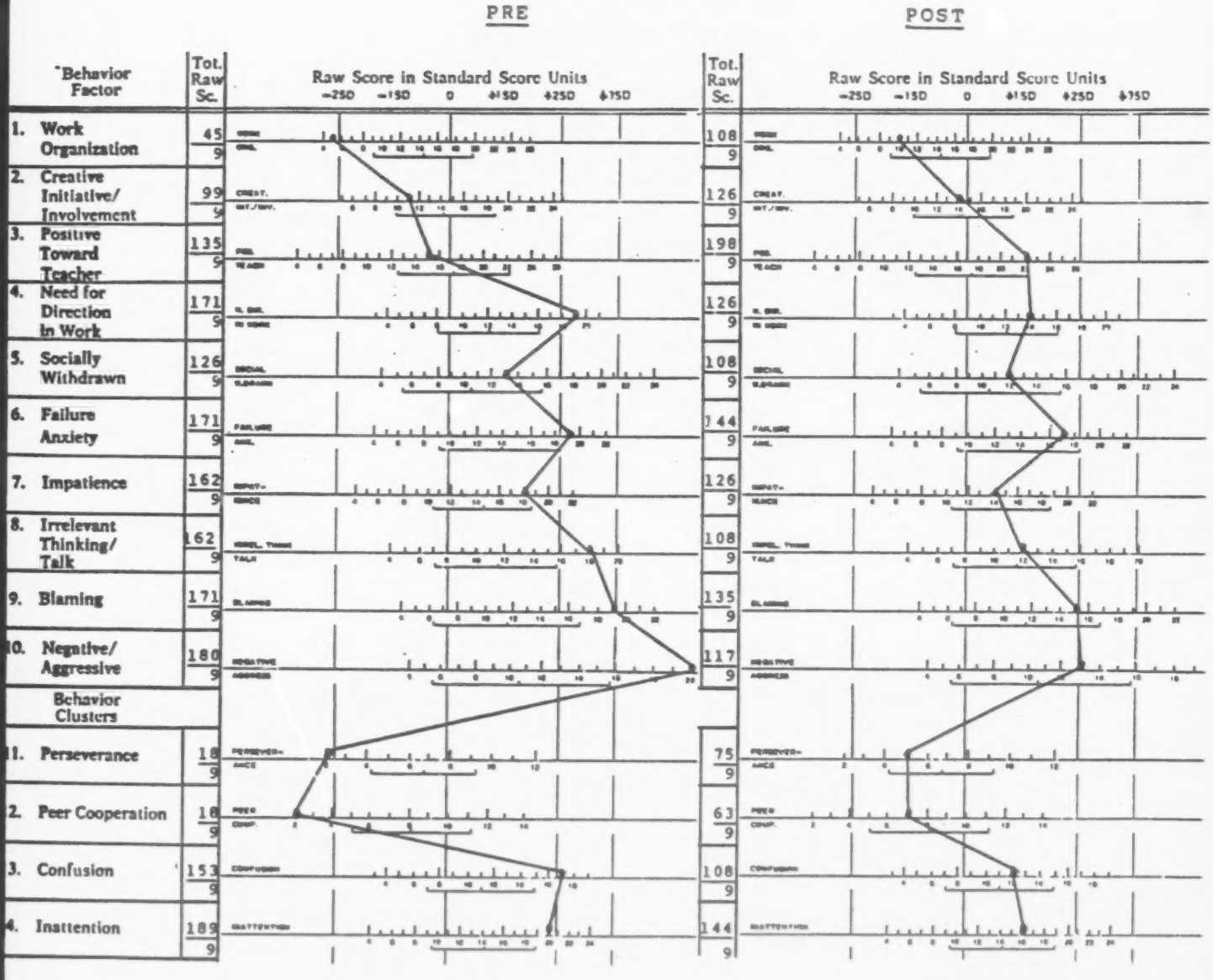
RAW SCORE IN STANDARD SCORE UNITS

RAW SCORE IN PERCENTAGE OF INCREASE/DECREASE

INCREASED APPROPRIATE BEHAVIOR/DECREASED INAPPROPRIATE BEHAVIOR IN PERCENTAGE

Measure of Social Skills of 9 SEM Students

Raw Score in Standard Score Units



Measure of Social Skills of 9 SEM Students

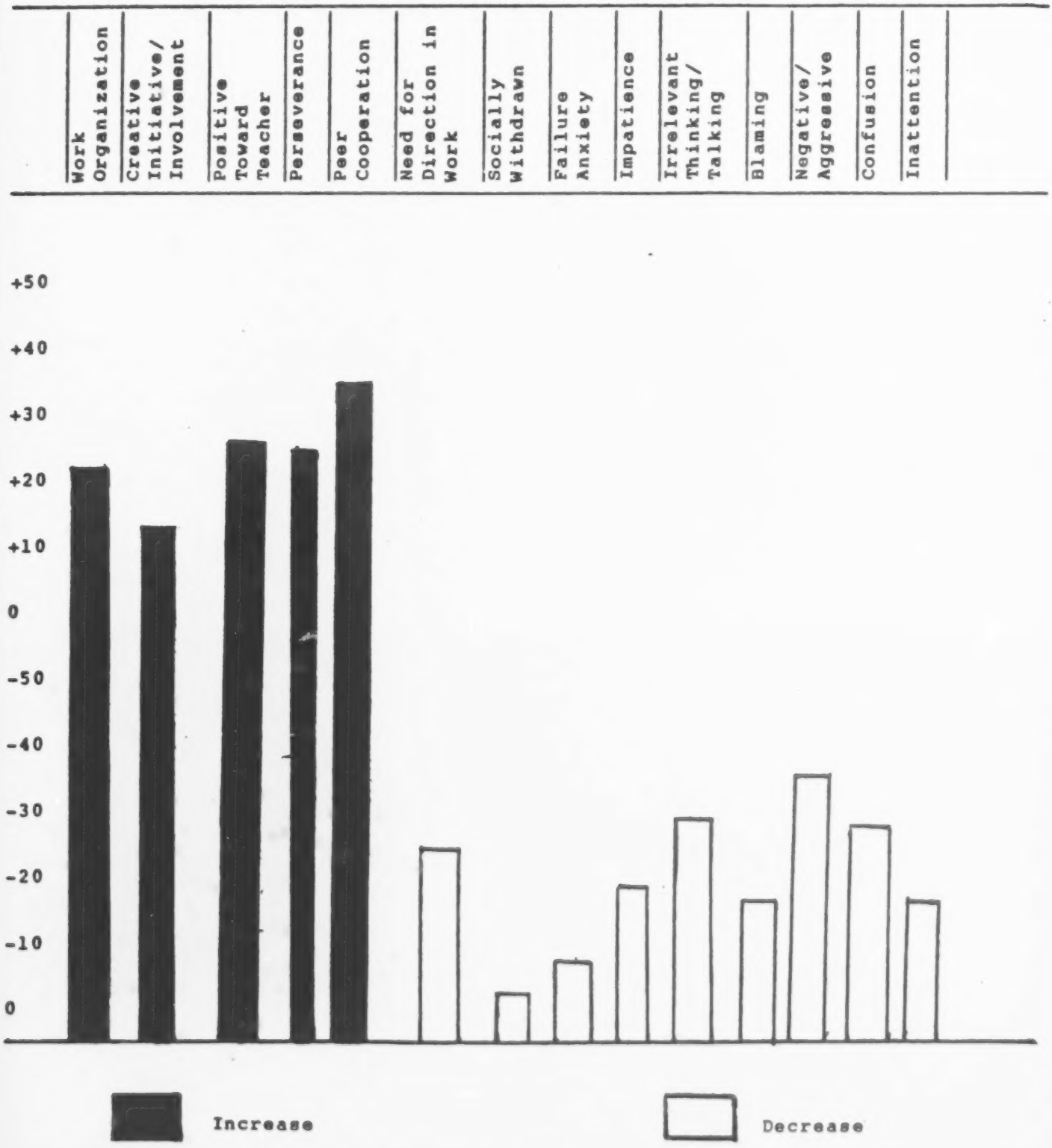
Raw Score in Percentage of Increase/Decrease

	Pre			Post			
	Raw Sc.		Percent	Raw Sc.		Percent	Percent Increase / Decrease
1. Work Organization	5	(26)	.19	11	(26)	.42	.23
2. Creative Initiative/ Involvement	11	(24)	.46	14	(24)	.58	.12
3. Positive Toward Teacher	15	(26)	.58	22	(26)	.85	.27
4. Need for Direction in Work	19	(20)	.95	14	(20)	.70	.25
5. Socially Withdrawn	13	(24)	.54	12	(24)	.50	.4
6. Failure Anxiety	19	(22)	.86	17	(22)	.77	.9
7. Impatience	18	(22)	.82	14	(22)	.64	.18
8. Irrelevant Thinking/ Talk	18	(20)	.90	12	(20)	.60	.30
9. Blaming	19	(22)	.86	15	(22)	.68	.18
10. Negative/ Aggressive	20	(20)	.100	13	(20)	.65	.35
11. Perseverance	2	(12)	.17	5	(12)	.42	.25
12. Peer Cooperation	2	(14)	.14	7	(14)	.50	.36
13. Confusion	17	(18)	.94	12	(18)	.67	.27
14. Inattention	20	(24)	.83	16	(24)	.66	.17

Note: Numbers in parentheses indicates total factor items.

Measure of Social Skills of 9 SEM Students

Increased Appropriate Behavior/Decreased Inappropriate Behavior



APPENDIX C

Intervention Activities Schedule

April, May, June 1986

Wednesdays and Fridays

April 9	Assembly and Film
April 11	Distribution of Resource Materials and Awareness Activities
April 16/18	Introduce: Video Program Part I
April 23/25	Complete: Video Program Part I
April 30/May 1	Introduce: Video Program Part II
May 7/9	Complete: Video Program Part II
May 14/16	Introduce: Video Program Part III
May 21/23	Complete: Video Program Part III
May 28/30	Introduce: Video Program Part IV
June 4/6	Complete: Video Program Part IV
June 11/13	Gather Rating Scales Complete all Activities

* All intervention activities will be scheduled at 10:30 A. M.

APPENDIX D

INTERVENTION MATERIALS

FILMS

BOOKS

AWARENESS ACTIVITIES

Resource Materials

Film:

HE COMES FROM ANOTHER ROOM

(USNAC) 1974 27 min. color 32061 $10.50
University of Pennsylvania

Excerpts from a month of filming the integration of two emotionally disturbed chidren from a special classroom into a regular third-grade class. Emphasizes the need for trust among people, stresses the establishment of new relationships among children, and attempts to motivate schools to consider alternative techniques to meet the needs of all young children.

(From the One to Grow On series)

Dr. Edward Mason

Books:

Teachers

Fagan, S.,Long, N., and Stevens,D. (1975). Teaching Children Self-Control. Columbus, Ohio: Charles E. Merrill.

Hewitt, F. (1968). The Emotionally Disturbed Child in the Classroom. Boston, MA: Allyn & Bacon.

Lederman, Janet. (1973). Anger in the Rocking Chair: Gestalt Awareness in Children. New York, NY: Viking Press.

Long, N., Morse, W., and Newman, R. (1971) Conflict in the Classroom. Belmont, CA. Wadsworth Press.

Moustakas, C. (1966). Sensitivity and Awareness in the Classroom. Cambridge, MA: Howard A. Doyle.

Park, C.C., and Shapiro, L.N. (1976). You Are Not Alone. Boston, MA: Little, Brown and Co.

Reinert, H.R. (1976) Educational Strategies for the Emotionally Disturbed and Behaviorally Disordered. St. Louis, MO: C.V. Mosby Co.

Students

Baker, R. (1955). Angel of Mercy: The Story of Dorothea Dix. New York, NY: Messner.

The story of a person who revolutionized treatment of the mentally ill.

Bernz, C.E. (1973). The Little Lion. New York,NY: International Universities Press.

In an allegory, animals explore the problem of the identy crisis.

Byars, B. (1977). The Pinballs. New York, NY: Harper & Row.

Supportive foster parents and foster children helping each other find their identity as persons.

Rubin T.I. (1962). Jordi/Lisa and David. New York, NY: Ballantine Books. (Sixth Grade Readers)

A practicing psychiatrists tells the case history of a young boy and the relationship between two adolescents labeled emotionally disturbed.

Sherburne, Zoa. Stranger in the House. New York, NY: William Morrow and Co., Inc. (Sixth Grade Readers)

A mother has difficulty gaining acceptance from her daughter.

Pamphlets, Articles, Materials

Barman, A., and Cohen, L. Help for Your Troubled Child. New York, NY: Public Affairs Committee. (381 Park Ave. S., 10016) ($.35).

A Child Alone in Need of Help. Arlington, VA: National Association for Mental Health. (free).

Facts About the Mental Health of Children. Rockville, MD: National Institute of Mental Health. (Single copy free).

Knoblock, Peter. "Open Education for Emotionally Disturbed Children," Exceptional Children, February 1973).

Mayer, Greta and Hoover, Mary. When Children Need Special Help with Emotional Problems. New York, NY: Child Study Press. (50 Madison Ave., 10010). ($1.25).

Mental and Emotional Illness in the Young Child. Washington, DC. 20402. U.S. Government Printing Office. ($.40).

AWARENESS

Promoting a positive attitude between regular classroom students and mainstreamed peers.

EMOTIONALLY DISTURBED AWARENESS

Materials: Pencil, paper.

Activity:

All of us experience frustrations daily and we must learn to both accept the feelings of frustration and cope with frustrating situations. A common cause of frustration is when a child wants something but his/her wish is blocked. The obstacles may be physical, temporal (time), interpersonal or cognitive (too complex, for instance). Sharing personal frustrations and ways to deal with them can help children accept their feelings and hear creative solutions.

A person's behavior (B) is reflective of the person (P) interacting with his/her environment (E). $B = P \times E$.
We want children to learn that what they do and what they feel are affected by the situation or environment they are in. Some children are fine at home or in the neighborhood but get very upset in school. Children who behave badly in one class may be okay in the next.

Have each student draw a bug (or the teacher may have them already made to pass out) and write within the bug what it is that bugs them. For example: "going to school" or "kids that act smart." The teacher then collects the bugs, reads them aloud, identifying common frustrating incidents.

Discussion:

Talk about solutions and coping strategies. Close discussion with the fact that we all have frustrations and we can all help each other overcome them.

AWARENESS

Promoting a positive attitude between regular classroom students and mainstreamed peers.

LEARNING DISABILITY AWARENESS

Materials: Pencil, paper.

Activity:

While "normal" children have a relatively easy time writing, children who are learning disabled have to work hard at writing. It might take a long, long time to learn, for example, to write your name. This experiment illustrates how hard the learning disabled work at writing.

Have the children write a sentence on any topic - but every word in the sentence must have 2 syllables. (Change this to 1 or 3, depending on the age of your students). After a few minutes ask for volunteers to read their sentences.

Discussion:

Was this hard for you? Can you understand how a person would feel if everything was this hard? How would you feel if you had to work this hard every time you tried to write?

Before taking the Sociogram questionnaire (for a second time) give some thought to the feelings of others.

APPENDIX E

VIDEO SKILLS TRAINING PROGRAM

The Skills Group
of The Center for Humanities, Inc.
Two Holland Avenue, White Plains, New York 10603
Call toll-free (800) 431-1242. In New York State, call collect (914) 946-0601

Feeling Good about Yourself: How to Build Self-Confidence

If you're in a hurry . . . read this first.

Program Objectives . . . *This program is designed to help each student develop feelings of self-confidence and build a positive self image.*

The Program at a Glance:

Part 1

To develop positive feelings about yourself, you must stop trying to please everyone else and start doing what *you* think you ought to do.

As a boy and girl meet for the first time, their conversation reveals one of the forces that undermines self-confidence — a constant desire for approval from others. Billy explains that he's afraid to demonstrate his superior abilities in school for fear his friends won't like him. Kathy plays tennis, even though she doesn't like the game, just to satisfy her father. As the conversation ends, Kathy and Billy agree to work harder at determining what *they* think is important rather than trying to please everyone else all the time.

Part 2

Self-confidence comes from trying many different activities in order to learn about yourself and develop your abilities.

Sally wants to try out for a part in a school play, but she is afraid people will laugh at her acting ability. With the encouragement of a friendly neighbor, however, Sally finally decides to compete for the part. Although she fails to obtain it, Sally still learns the importance of trying out new activities in order to develop her talents and acquire self-confidence.

Part 3

Self-confidence comes from making your own decisions.

Tom wants his parents to give him more responsibility and greater freedom in making decisions. Nevertheless, he fails to act responsibly when his parents depend on him.

All this changes, however, when Tom takes a firm stand against peer pressure. Although he still feels uncertain of himself, he gains self-confidence in his ability to make decisions and assume responsibility.

Part 4

Self-confidence comes from understanding who you are and from trying to be yourself.

Lori admires her older sister, Susan, and wants to be just like her. She depends on Susan to teach her things and help her with her school work. When Susan becomes involved in her own personal problems, Lori must learn to depend on herself. Although this is a difficult adjustment, Lori learns much more about who she is and what talents she possesses.

Use this Program When Discussing:

1. The factors that undermine self-confidence;
2. The elements that contribute to a positive self-image;
3. The fear of failure;
4. Successful interpersonal relationships;
5. The skills of decision-making;
6. The importance of self-understanding.

Permission to duplicate this card is granted by the publisher

SELF-ANALYSIS

NUMBER THE FOLLOWING IN ORDER OF IMPORTANCE TO YOU:

BEING POPULAR

BEING GOOD IN SCHOOL

PLEASING YOUR PARENTS

BEING A GOOD FRIEND

EXCELLING IN A SPORT

BEING ABLE TO MAKE YOU OWN DECISIONS

BEING A CLASS OFFICER

EXPECTATIONS

PARENTS FRIENDS TEACHERS

GOALS

SCHOOL SOCIAL LIFE HOME

Write one goal under each heading

Activity I would like to try: _____

Worst that could happen: _____

Best that could happen: _____

I will try the activity: _____yes _____no

How Independent Are You?

94

Individualism

Peer
Imitatio

1. dress
2. language
3. attitudes towards parents
4. attitudes towards teachers
5. choice of friends
6. study habits
7. after school activities
8. other hobbies

101

102

WHICH OF THE FOLLOWING WOULD YOU DO TO BE POPULAR WITH FRIENDS?

ITEM	YES	NO	MAYBE
TELL A LIE ABOUT SOMEONE			
LET SOMEONE CHEAT OFF YOUR TEST			
DISOBEY YOUR PARENT'S WISHES			
SAY YOU'D ACHIEVED SOMETHING YOU REALLY HADN'T			
CHANGE THE WAY THAT YOU DRESS			
DROP ONE FRIEND TO PLEASE ANOTHER			
PASS A FALSE RUMOR ABOUT SOMEONE			
PLAY A PRANK ON A CLASSMATE			

PARENTS INFLUENCE

1. choice of friends
2. choice of clothes
3. performance in school
4. leisure activities
5. choice of sports
6. curfews
7. responsibilities around the house
8. summer vacation plans
9. visits to relatives
10. care of personal belongings

What is SELF-ESTEEM ?

It's your self-image, or **HOW YOU FEEL ABOUT YOURSELF.**

Your self-esteem is made up of THOUGHTS AND FEELINGS you have about yourself. These may be:

POSITIVE
For example:

I'm pretty.
I'm smart.
I learn from my mistakes.
I'm fun.

NEGATIVE
For example:

I'm ugly.
I'm stupid.
I'm afraid to fail.
I'm boring.

The more positive feelings you have about yourself, the **HIGHER YOUR SELF-ESTEEM.**

The more negative feelings you have about yourself, the **LOWER YOUR SELF-ESTEEM.**

Some feelings you have about yourself may be difficult to express or explain. That's because YOU'RE A UNIQUE INDIVIDUAL -- there's no one else in the world like you. That's reason enough to be proud!

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WHY should I THINK ABOUT my self-esteem ?

Because self-esteem **AFFECTS THE WAY YOU LIVE:**

- how you think, act and feel about yourself and others
- how successful you are in achieving your goals in life.

HIGH SELF-ESTEEM
can make you feel:
- effective
- productive
- capable
- lovable.

LOW SELF-ESTEEM
can make you feel:
- ineffective
- worthless
- incompetent
- unloved.

SELF-ESTEEM CAN BE IMPROVED.

Don't let past failures hold you back. You owe it to yourself to learn to feel good about who you are!

APPENDIX F

Sociometric Ranking of SEM and Regular Students

HOW I FEEL TOWARD OTHERS

This is a list of your classmates. Put a number opposite each classmates name: 6 5 4 3 2 1

	Pre		Post	
	Reg.	SEM	Reg.	SEM
6. My very best friends	24	0	37	0
5. My other friends	35	2	50	4
4. Not friends but okay	20	2	25	4
3. Don't know them	27	1	7	0
2. Don't care for them	18	2	9	0
1. Dislike them	10	2	6	1
	134	9	134	9

The scale was a Likert scale, 6= "very best friends," 3= "don't know them," 1= "dislike them."

APPENDIX G

SEM and Regular Students Rated by Their Regular Classroom Teachers as Experiencing Difficulty with Social Interaction

TEACHER RATING SCALE

Below are a series of statements about this student's behavior and functioning. Place an X at the appropriate point on the scale: Never/ Rarely/ Sometime/ Often/ Always/

	Pre		Post	
	Reg	SEM	Reg	SEM
1. Student became frustrated	8	0	0	0
2. Student became tearful	3	0	0	0
3. Student became angry	9	1	2	0
4. Student had an adequate attention span				
5. Student daydreamed				
6. Student respected class rules				
7. Student had to be sent out of room	2	0	0	0
8. Student took direction well				
9. Student appeared to want to please teacher				
10. Student worked well independently				
11. Student occupied a position of leadership with his peers				
12. Student withdrew from peers	6	1	4	0
13. Student was subjected to teasing by peers	5	0	3	0
14. Student was involved in physical fights with peers	6	3	5	1
15. Student showed popularity with other students				